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FOREWORD

PROFESSOR MICHAEL HOEY
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When I was in my early teens, I was taken to a spectacular show on ice by the mother of a friend. Looking around at the luxury of the rink, my friend's mother remarked on the 'plush' seats we had been given. I did not know what she meant, but being proud of my vocabulary and not wanting to lose face by admitting ignorance, I tried to infer its meaning from the context. 'Plush' was clearly intended as a compliment, a positive evaluation; that much I could tell from the tone of voice and the context. So I started to use the word. Yes, I replied, they certainly are plush, and so are the ice rink and the costumes of the skaters, aren't they? My friend's mother was too polite to correct me, but I could tell from her expression that I had not got the word quite right.

Often we can indeed infer from the context what a word roughly means, and that is in fact the way in which we usually acquire both new words and new meanings for familiar words, particularly in our own first language. But sometimes we need to ask, as I should have asked about *plush*, and this is particularly true in the case of a second or foreign language. If you are continually surrounded by speakers of the language you are learning, you can of course ask them directly, but often this opportunity does not exist for the learner of English. So dictionaries, such as the one in your hands, have developed to fill the gap.

The fact that you can ask a native speaker what a word means and expect to get a useful answer is evidence that we are all living dictionaries of our own languages. But the strategies we use to define words are not necessarily those that are traditionally associated with dictionaries. If I am asked by a child what an oval is, I would be ill-advised to reply 'It's an elongated circle, often broader at one end than the other' (unless of course I am trying to put the child off asking difficult questions). A much better strategy would be to pick up a pencil and draw one, or if there is no paper at hand to say 'It's more or less the shape of an egg'. The first strategy need not involve any words at all; the second makes a comparison. Both are excellent ways of conveying the meaning of a word. In fact, not only are we living dictionaries but we are first-rate lexicographers too.

At one point in *Through the Looking-Glass, and What Alice Found There*, by Lewis Carroll,

Alice asks Humpty Dumpty about the meanings of words she has encountered in a nonsense poem (all in fact words made up by Lewis Carroll), because she is impressed with his command of the special English of the Looking Glass world she has entered:

'You seem very clever at explaining words, Sir,' said Alice.

As we shall see, she is quite right. Humpty is indeed skilled at explaining words (though, unlike the lexicographers who prepared this dictionary, we are left with the suspicion that he may be making up the meanings as he goes along). Asked first about the word *brillig* (made up by Lewis Carroll like all the others), he comments that *brillig* 'means four o'clock in the afternoon'. When Alice goes on to ask him about *toves* and *borogoves*, Humpty comments:

'Well, "toves" are something like badgers—they're something like lizards—and they're something like corkscrews...also they make their nests under sun-dials—also they live on cheese... And a "borogove" is a thin shabby-looking bird with its feathers sticking out all round—something like a live mop.'

Encouraged by these answers, Alice goes on to bother her tutor further:

'And what does "outgrabe" mean?'

to which Humpty responds:

'Well, "outgribing" is something between bel-
lowing and whistling, with a kind of sneeze
in the middle; however, you'll hear it done,
maybe—down in the wood yonder—and when
you've once heard it you'll be quite content.
Who's been repeating all that hard stuff to
you?'

'I read it in a book,' said Alice.

Hard words and books have a tendency to go together, especially when one is learning a foreign language, and I have some sympathy with Humpty's frustration as a teacher at being asked to explain things that had not been written clearly in the first place!

Despite his irritation, Humpty Dumpty proves himself in this passage to be a skilled lexicographer. His defining strategies include

- a) using synonymous expressions (so *brillig* is defined as 'four o'clock in the afternoon'),
- b) giving a general description and then narrowing it down with more specific features (so

a *borogove* is a bird – a general description – which is thin and shabby-looking and has its feathers sticking out all round – three, rather unlikely specific features that distinguish *borogoves* from all other kinds of birds),

c) drawing on encyclopedic knowledge (*toves*, he observes, make their nests under sun-dials – also they live on cheese, neither of which detail defines what a *tove* is but would certainly help you recognize one if you were ever to see a strange creature eating cheese under a sun-dial.)

d) referring out into the world (after a rough definition of *outgribing*, Humpty invites Alice to listen for the sound, and then she will know what it is, much as a drawing of an oval will help define *oval*.)

e) making comparisons (*toves* are something like badgers).

Humpty does more than answer the question ‘what does this word mean?’. He provides encyclopedic information, he suggests the contexts the word might appear in, he relates the word he is describing to other words, and so on. The dictionary aims to do the same. Many of the definitions use synonyms and many use a general noun followed by particulars (see the definitions of *companionable* and *company* for examples of each). Some draw attention to useful encyclopedic information – the entry for *community college* is an example. A few make comparisons (I will give an example below) but it is more common for the entries to give an example or a particularly typical context.

The odd thing is that when we ask a living dictionary (a person) to define a word, we expect all these kinds of information and a great deal more. For example we expect to be told the contexts a word is used in and whether it is informal or polite. We expect to be told informally something of the grammar of the word. (Humpty, for example, indicates to Alice that *outgrabe* is a verb by changing it in his definition to *outgribing*.) We expect to be given examples. But when people turn to

dictionaries that are not living, they tend to expect a lot less. A small survey I undertook of non-native speakers showed that they expected from a dictionary entry some definition of the word, a small amount of contextual information and information about pronunciation, and little more. If you are like them, you may be expecting too little of this dictionary. Yes, it will define the words for you and show you how they are pronounced, but, like Humpty, it will tell you a great deal more about the ways the words are actually used.

Let us return for a final moment to my misuse of *plush*. What might I have been told to prevent me over-generalizing about its use and meaning? The dictionary in your hands provides two entries for *plush*:

plush¹ /plʌʃ/ adj **1** expensive, comfortable, and attractive: *plush offices/surroundings* **2** made from or covered with a soft thick cloth similar to VELVET: *a luxurious red plush carpet*

plush² /plʌʃ/ noun [U] a soft thick cloth similar to VELVET
Notice how in addition to providing the expected definition, pronunciation guidance, and grammatical category, the entries provide me with other types of information as well. I am told by the examples and by two of the senses that *plush* is the result of manufacture, not something that occurs naturally. I am also told in the examples that the adjective is used of furnishings and rooms (not of the costumes of skaters, even though these can presumably be expensive, comfortable, and attractive too). I am told too that *plush* can be compared to velvet, a comparison like those used by Humpty. More subtly perhaps, I am told by the examples that *plush* is typically used before the noun, not often in contexts such as *the rink is plush*. All these bits of knowledge are crucial to my using the word appropriately, but they are likely to be overlooked if I come to the dictionary only looking for a brief definition. Expect more from this dictionary and you will not be disappointed. You will find it as informative and clever as Humpty Dumpty, and the words it defines are far more useful.

INTRODUCTION TO THE NEW EDITION

MICHAEL RUNDELL
Editor-in-Chief

The *Macmillan English Dictionary* (MED) was published at the beginning of 2002, and quickly gained a reputation for quality, innovation, and user-friendliness. The development of the MED was guided by two key principles: firstly, a belief that we can make dictionaries better by applying what we learn from linguistic theory in practical ways; and secondly, a commitment to 'learning from learners' – in other words, finding out what students and teachers really need their dictionaries for, and then tailoring the dictionary to meet those needs.

This proved a successful formula, and the MED has won several prestigious prizes, including the ESU English Language Book Award (2002) and the British Council's ELT Innovation Award (2004).

So why do we need a new edition? Well, the world hasn't stood still since we produced the first MED. The English language is in a state of continuous change, as it responds to social, political, and technological developments. Our understanding of how languages work and how people learn them continues to improve, and – thanks to new technology – the resources available to us for studying languages (large corpora and intelligent software) have become bigger and better.

All of this gives us the means to make the dictionary even more relevant to the needs of its users. So our first job was to get a clearer idea of what these needs are. As well as talking to hundreds of teachers, language-teaching experts, and students of English, we conducted a massive survey of MED users. Almost 2,000 people took part, and they told us what they liked about the MED, what could be improved, and what additional features would make the dictionary even more helpful. We analysed the results, and the new MED has been specially designed to reflect what users told us.

Like its predecessor, the new MED focuses on three main aspects of the language-learning process:

- **receptive** tasks: understanding what you read and hear
- **productive** tasks: writing and speaking natural English, accurately and with confidence
- **language awareness**: developing a deeper understanding of the language system as a basis for successful learning

To achieve all this, we have built on the innovations we introduced in the first edition, which included:

- **menus** to help users find the right meaning fast
- **collocation boxes** listing words that frequently occur together, to help users write natural-sounding English
- **metaphor boxes** that reveal the connections between all the words and phrases we use for expressing particular ideas and emotions
- **language awareness** articles, written by well-known experts, on topics ranging from *Pragmatics to British and American English*
- **learning support** through the MED's dedicated website and monthly magazine. These provide tips on using the dictionary, a regular 'new words' column, e-lessons for teachers, articles by leading language experts, and much more

The most important feature of all is the clear distinction that the MED makes between high-frequency **core vocabulary** and the less common words needed

mainly for **reference**. Core vocabulary – the words you need to know in order to perform successfully in both receptive and productive modes – is shown in **red**, and reference items – the more specialized, less frequent words – are shown in **black**. There are 7,500 'red words' in the MED, and research into users' vocabulary needs has convinced us that this is an appropriate and realistic target for learners who want to succeed at advanced level. This key feature of the first MED remains unchanged in the new edition.

In every other area we have made improvements and additions. There are many more collocation boxes in the new MED, and more collocates listed in the existing ones. We have added 20 new metaphor boxes, because users told us this was one of their favourite features. And there is a complete set of new Language Awareness articles written specially for this edition.

In addition, the new MED provides improved resources for users' receptive and productive needs. On the receptive side, we have added hundreds of new words and phrases that have appeared in the last five years, and our coverage of World English has almost doubled. Two other 'receptive' aids are worth a special mention. First – as a direct response to the results of our user survey – we have added about 4,000 items of **specialist vocabulary**, with a focus on six key subject areas: business and economics, science, information technology, medicine, tourism, and the arts. Meanwhile, the dictionary's CD-ROM includes thousands of **weblinks**. This means that – whenever users want more in-depth information about a cultural, historical, literary, or political issue – they can just click on an icon, and they will be taken to a carefully-selected website that tells them everything they need to know.

But the most important innovations are on the 'productive' side. The new MED has a special focus on writing skills, and includes a range of materials designed to help learners produce written texts, especially in academic or professional settings. These materials have two aspects:

- **vocabulary enrichment**: the MED now includes extensive vocabulary-expansion material in three important areas: *Communication*, *Emotions*, and *Movement*. In addition, the MED's CD-ROM now has a thesaurus as well as a dictionary, so that users who are looking for a better way of expressing an idea can just click on the thesaurus icon, and they will be given a range of appropriate vocabulary.
- **writing skills**: working with the Centre for English Corpus Linguistics (CECL) at the University of Louvain in Belgium, we have produced a complete set of materials, based on an extensive learner corpus, to help learners using English in an academic or professional context. These include 18 major sections devoted to developing writing skills such as *Exemplifying* and *Reformulation*, and over 100 special notes for helping learners avoid common errors. The MED CD-ROM also has exercises to enable users to practise what they have learned. This unique feature – the product of a two-year research project – makes the MED the best resource for anyone who needs to write essays or reports in accurate, well-structured English.

Finally, I would like to thank everyone who has contributed to this new edition, above all our talented editorial team and our distinguished advisory panel who have worked so hard to keep up the MED tradition of technical and linguistic innovation and academic excellence.

USING YOUR DICTIONARY

Finding a word

The words in this dictionary are shown in alphabetical order.

Words with more than one entry

Sometimes the same word belongs to more than one word class: for example, the word **jet** can be a noun and a verb. Each word class is shown as a separate entry. The small number at the end of the headword tells you that a word has more than one entry.

Compound words

These are shown as separate entries in the alphabetical list.

Derived words

Some words are shown at the end of the entry for the word that they are derived from. These words can be understood by reading the definition for the main entry.

Word classes (noun, verb etc)

There is a list of word classes on the inside front cover.

Idioms and other fixed expressions

Some words are often used in idioms or other fixed expressions. These are shown at the end of the main entry, following the small box that says **PHRASE**. Look for fixed expressions at the entry for the first main word in the expression.

Phrasal verbs are shown after the entry for the main verb, following the small box that says **PHRASAL VERB**.

Finding the meaning of a word

Words with more than one meaning

Many words have more than one meaning, and each different meaning is shown by a number.

Some words have many different meanings, and so the entries can be long. Entries with five or more meanings have a 'menu' at the top to make it easier to find the specific meaning you are looking for.

→ **jet¹** /dʒet/ noun ★★

1 [C] a plane that can fly very fast and gets its power from a JET ENGINE: *He owns a mansion in Oxfordshire and has a private jet.* ♦ a jet fighter

2 [U] a hard black shiny stone used for making jewellery and ORNAMENTS

3 [C] a stream of liquid that comes out of something very quickly and with a lot of force: *A jet of water fought back the flames.*

→ **jet²** /dʒet/ verb [I] **jet** or **jet off** to fly somewhere in a plane: *They will be jetting off to Spain this weekend.*

→ **jet-black** adj very shiny and black in colour: *jet-black hair*

→ **jet engine** noun [C] a type of engine that combines air and burning fuel to create power for a JET plane

→ **jet lag** noun [U] the feeling of being very tired and sometimes confused because you have travelled quickly on a plane across parts of the world where the time is different — **jet-lagged** /dʒet.lægd/ adj

bargain² /'ba:(r)gɪn/ verb [I] ★ to try to persuade someone to give you a better price or make an agreement that suits you better: *You can get even better deals if you're prepared to bargain.*

PHRASE more than you bargained for/not what you bargained for something different from what you expected, especially something worse: *The babysitter found she had taken on more than she bargained for.*

→ COLLECTIVE BARGAINING, PLEA BARGAINING

→ **PHRASAL VERB** **bargain on** [T] [**bargain on sth**] to expect something to happen, often because something else depends on it: **bargain on (sb) doing sth** *She's bargaining on me changing my mind.*

bilingual /ba'ɪŋɡwəl/ adj **1** someone who is bilingual is able to speak two languages extremely well **2** involving or written in two languages: *bilingual education* ♦ a bilingual dictionary — **bilingual** noun [C] — **bilingualism** noun [U]

bill¹ /bil/ noun [C] ★★★

1 amount that you owe

2 proposal for law

3 paper money

4 list of concert events

5 bird's beak

+ PHRASES

1 a written statement showing how much money you owe someone for goods or services you have received: *a telephone bill* ♦ +for *I hate to think what the bill for the repairs will be.*

2 a written document containing a proposal for a new law: **pass a bill** *A bill was passed increasing the minimum wage.*

Definitions

All the definitions are written using a carefully selected 'defining vocabulary' of 2,500 words so that it is easier to understand the definitions. There is a list of these words at the end of the dictionary.

Any word in a definition that is not part of the defining vocabulary, is shown in CAPITAL LETTERS. You can find its meaning by looking it up in the dictionary.

salad dressing noun [C/U] a sauce that adds flavour to salads, usually made by mixing oil, VINEGAR, and HERBS OR SPICES

salami /sə'lɑ:mi/ noun [C/U] a type of SAUSAGE containing strong SPICES, cut thin and served cold

Finding out more about a word

Pronunciation

The International Phonetic Alphabet shows you how a word is pronounced. A list of the symbols used is given at the back of the dictionary.

When British and American pronunciations are very different, both are given.

You can find the pronunciations for compound entries at the main entry for each of the words in the compound.

Stress marks tell you which part of a compound to stress when you are saying it.

Inflections

Irregular inflections are shown.

Red words

Some words are printed in red with a 'star rating' to show their frequency. For example, a word with one star is fairly common and a word with three stars is one of the most basic words in English. This helps you to identify the words that you are most likely to need to use.

Labels

Labels in *italics* show whether a word is used in only British or American English, or tell you whether it is used in informal or formal contexts. Lists of these labels are given at the front of the dictionary.

Other labels in CAPITALS show whether a word belongs to a specialized context such as computing or medicine.

Examples

Example sentences in *italic* show you how a word is used in context.

Information about collocation and syntax – how words combine and which structures they can be used with – is shown in **bold type**.

When a word has many collocations, these are shown in a 'Collocation Box' after the meaning it applies to.

aroma /ə'rəʊmə/ noun [C] a smell that is strong but pleasant: *the aroma of bread baking in the oven*

laboratory /lə'brɒrət(ə)ri, American 'læbrə'tɔ:ri/ noun [C] ★★ a building or large room where people do scientific and medical experiments or research: *our new research laboratory* **a.** [only before noun] working in, used in, or done in a laboratory: *a laboratory assistant* ♦ *laboratory equipment* ♦ *laboratory test/experiment/ study* *Laboratory tests were conducted on the blood samples.* → LANGUAGE LABORATORY

baseball cap noun [C] a hat that fits close to your head, with a flat curved part that sticks out over your eyes — *picture* → HAT

do¹ /du:/ (3rd person singular **does** /weɪk dəz, strɒŋ dəz/; past tense **did** /dɪd/; past participle **done** /dʌn/) verb ★★★

discover /dɪ'skʌvə(r)/ verb [T] ★★★

spare¹ /speə(r)/ adj ★★

endure /ɪn'dʒʊə(r)/ verb ★

precinct /'pri:sɪŋkt/ noun [C] **1** *British* a part of a town that has a particular use, especially an area where no cars are allowed: *a shopping precinct* **2** **precincts** [plural] *British* the area around an important building, especially a college or CATHEDRAL **3** *American* a district in a town or city, usually organized for voting, police, or government purposes: *the tenth electoral precinct*

prognosis /prɒg'nəʊsɪs/ (plural **prognoses** /prɒg'nəʊsɪz/) noun [C] **1** MEDICAL a doctor's opinion about the way in which a disease or illness is likely to develop **2** *formal* a statement about what is likely to happen in a particular situation → DIAGNOSIS

bookmark² /'bʊk,mɑ:(r)k/ verb [T] COMPUTING to mark an Internet WEBSITE in an electronic way so that you can easily find it again

listen¹ /'lɪs(ə)n/ verb [I] ★★★
1 to pay attention to a sound, or to try to hear a sound: *When he speaks, everybody listens.* ♦ **+to** *Do you like listening to music?* ♦ **+for** *She was listening for the sound of his key in the lock.* ♦ **listen carefully** *Listen carefully to the instructions.* → HEAR

Collocation

Adverbs frequently used with **listen 1**

- attentively, carefully, closely, hard, intently, politely

Help with grammar and usage

Grammar boxes give extra information to help you to learn more about how a word is used.

'Get it right' boxes help you to avoid common errors.

When it does not begin a sentence, the conjunction **that** is often left out, especially in spoken English, or with some very common verbs: *I told them I was busy.*

Get it right: afford

Afford is never followed by a verb in the **-ing** form. Use an **infinitive**:

✗ *What about people who **cannot afford going** to these kind of centres?*

✓ *What about people who **cannot afford to go** to these kind of centres?*

✗ *The army **can afford buying** up to 10 tanks a year.*

✓ *The army **can afford to buy** up to 10 tanks a year.*

Help with your vocabulary

There are many ways that you can use this dictionary to expand your vocabulary.

Sometimes the opposite of a word is shown.

Some definitions give you synonyms.

Sometimes you are told to look at another word or page in the dictionary where you will find additional information, a related entry, or a picture.

Vocabulary building boxes bring together words that are related to a particular subject, or suggest more specific alternatives for very common words.

'left-hand adj [only before noun] ★ on the left side ≠ RIGHT-HAND: *The plates are on the left-hand side of the cupboard.* ♦ *the top left-hand corner of the envelope*

lastly /'lɑ:s(t)li/ adv ★ used when you want to make one more statement, ask one more question, or mention one more thing in a list before you finish = FINALLY: *And lastly, remember that your essays are due tomorrow.*

hardback /'hɑ:(r)d bæk/ noun [C] a book that has a hard cover: *Her first novel sold over 40,000 copies in hardback.*
→ PAPERBACK, SOFTBACK

Other ways of saying famous

well-known fairly famous: *a well-known local reporter*

legendary very famous and greatly admired: *Laurel and Hardy, the legendary comedy duo*

eminent famous, and respected for their achievements, for example in science or academic work: *Professor Graham is an eminent brain surgeon.*

notorious famous for being a bad person or a criminal: *a notorious murderer/drugs baron/gang leader*

celebrity someone who is famous and often talked about, especially an entertainer or sports player: *a magazine that shows photos of celebrities' homes*

star a popular actor, musician, entertainer, or sports player who is very famous and successful: *a movie/football star*

Other boxes show differences between British and American usage, and ways to avoid giving offence.

Differences between British and American English: pavement

In the UK, a pavement is the hard raised level surface at the side of a road that people can walk on: *I set it down on the pavement by the door of the shop.* American speakers call this a **sidewalk**. In the US, pavement means the hard surface of a road: *Cars were skidding on the pavement.*

Words that may cause offence: old

Avoid saying that someone is **old** or **elderly**, and avoid referring to old or elderly people as **the old** or **the elderly**. Instead, use expressions such as **older people**, **retired people**, **the over 50s/60s etc** or **seniors** where appropriate.

There are notes that tell you about the origin of a word.

From *Brave New World*, a novel by the British writer Aldous Huxley that describes a society in which science and technology have not improved people's lives as expected. The expression was first used in Shakespeare's play *The Tempest*.

Metaphor

Being confused is like being **lost** or being in the **wrong place** or **position**.

You've lost me. What do you mean? ♦ *I was completely at sea: it was all so new to me.* ♦ *I felt adrift and alone, with no real sense of direction.* ♦ *I seem to have lost my bearings.* ♦ *I don't know if I'm coming or going.* ♦ *I feel like a fish out of water.* ♦ *You've got it all back to front.*

→ DECEIVE, KNOWLEDGE, MISTAKE, SITUATION

'Metaphor Boxes' explain the ideas that link the literal and metaphorical meanings of groups of words and phrases.

NUMBERS THAT ARE ENTRIES

00s /tu: 'θəʊz(ə)ndz/ *mainly journalism* the years beginning 2000: *a review of the best new artists of the 00s*

000 /trɪp(ə)l'əʊ/ in Australia, the telephone number that you use in an emergency to call the police, the FIRE BRIGADE, or an AMBULANCE

0800 number /əʊ eɪt 'hʌndrəd nʌmbə(r)/ noun [C] in the UK, a telephone number beginning with 0800 that is free to use and is usually for calling business services. The company you are calling pays for the call.

0845 number /əʊ eɪt fɔ:(r) 'faɪv nʌmbə(r)/ noun [C] in the UK, a telephone number beginning with 0845 that is cheaper to use and is usually for calling business services

0870 number /əʊ eɪt 'sev(ə)n əʊ nʌmbə(r)/ noun [C] in the UK, a telephone number beginning with 0870 that is usually for calling business services such as HELP LINES. The customer pays for the call.

0900 number /əʊ naɪn 'hʌndrəd nʌmbə(r)/ noun [C] in the UK, a telephone number beginning with 0900 that is expensive to use and is used, for example, for calling a television programme to vote

1 /wʌn/ abbrev used in emails and TEXT MESSAGES to replace '-one': *NE1 (=anyone)*

101 /wʌn əʊ 'wʌn/ adj [only after noun] *mainly American* consisting of only very basic information about a particular subject: *Everything in her article is pretty much Economics 101.*

1099 /ten nɑːmɪ 'naɪn/ noun [C] in the US, a document you send to the IRS (=the US tax department) that gives details of money that you have earned during the year other than your salary

112 /wʌn wʌn 'tu:/ in Europe and the UK, the telephone number that you use in an emergency to call the police, the fire brigade, or an ambulance

12 /twelv/ in the UK, a number given to a film or video that should only be watched by children who are at least 12 years old

1471 /wʌn fɔ:(r) sev(ə)n 'wʌn/ in the UK, a telephone number that you can call to find out which was the last telephone number to call you

15 /fɪf'tɪn/ in the UK, a number given to a film or video that should only be watched by children who are at least 15 years old

18 /eɪ'tɪn/ in the UK, a number given to a film or video that should only be watched by people who are at least 18 years old

1800 number /wʌn eɪt 'hʌndrəd nʌmbə(r)/ in Australia, a telephone number beginning with 1800 that is free to use and is usually for calling business services. The company you are calling pays for the call.

190 number /wʌn naɪn 'əʊ nʌmbə(r)/ noun [C] in Australia, a telephone number beginning with 190 that is expensive to use and is usually for calling adult entertainment services such as CHAT LINES

the 1922 Committee /naɪnti:n twenti 'tu: kə'mɪti/ the Conservative members of the British parliament who are BACKBENCHERS (=not ministers)

2 /tu:/ abbrev **1** to or too: used in emails and TEXT MESSAGES: *it's up 2 U (=it's up to you)* ♦ *me 2 (=me too)* **2** used in emails and TEXT MESSAGES for replacing 'to-' in other words: *2day (=today)*

20/20 vision /twenti 'twenti 'vɪʒ(ə)n/ noun [U] the ability to see normally without wearing glasses

2.1 /tu:'wʌn/ noun [C] in the UK and Australia, the second-highest mark for an UNDERGRADUATE degree from a university, lower than a **first** but higher than a **2.2**

2.2 /tu:'tu:/ noun [C] in the UK and Australia, the third-highest mark for an UNDERGRADUATE degree from a university, lower than a **2.1** but higher than a **third**

24/7 /twenti fɔ:(r) 'sev(ə)n/ adv *informal* all the time: *He thinks about her 24/7.*

24/7 is short for 24 hours a days, seven days a week.

3-D /θri:'di:/ adj a 3-D film, picture etc looks as if it has length, depth, and width

3G /θri: 'dʒi:/ abbrev COMPUTING third generation: a technology that gives you a high-speed connection to the Internet, video and MULTIMEDIA on your mobile phone

4 /fɔ:(r)/ abbrev **1** for: used in emails and TEXT MESSAGES: *4 U (=for you)* **2** used for replacing '-fore' in other words: *B4 (=before)*

401(k) /fɔ:(r) əʊ wʌn 'keɪ/ noun [C] in the US, a special account in which people can save some of the money they earn for their RETIREMENT without paying taxes on it

411 /fɔ:(r) wʌn 'wʌn/ **1** in the US, the telephone number that you use to call DIRECTORY ASSISTANCE **2** *the 411 American very informal* information about a particular situation: *What's the 411 on Sue's new boyfriend?*

4x4 /fɔ:(r) baɪ 'fɔ:(r)/ noun [C] a FOUR-WHEEL DRIVE vehicle

45 /fɔ:(r)ti'faɪv/ noun [C] an old type of record, usually with only one song on each side

.45 /fɔ:(r)ti'faɪv/ noun [C] a PISTOL (=small gun)

4-F /fɔ:(r) 'ef/ adj if someone is **listed 4-F**, they are not allowed to serve in the US armed forces

4-H /fɔ:(r) 'eɪtʃ/ a US organization that teaches practical skills to young people, especially skills relating to farming

4WD /fɔ:(r) wi:l 'draɪv/ abbrev a FOUR-WHEEL DRIVE vehicle
the \$64,000 question noun [singular] a question that is the most important and most difficult to answer concerning a particular problem or situation

From a popular US TV game show in the 1950s called *The \$64,000 Question* on which people could win up to \$64,000 by answering more and more questions correctly.

7/7 /sev(ə)n 'sev(ə)n/ *mainly journalism* 7 July 2005, the day when SUICIDE BOMBERS let off several bombs on London's transport system and over 800 people were injured or killed

8 /eɪt/ abbrev used in emails and TEXT MESSAGES to replace '-ate' or '-eat': *GR8 (=great)* ♦ *C U L8R (=see you later)*.

800 number /eɪt 'hʌndrəd nʌmbə(r)/ noun [C] in the US, a telephone number beginning with 800 that is free to use and is usually for calling business services. The company you are calling pays for the call.

900 number /naɪn 'hʌndrəd nʌmbə(r)/ noun [C] in the US, a telephone number beginning with 900 that is expensive to use and is usually for adult entertainment services such as CHAT LINES

9/11 /naɪn rɪ'lev(ə)n/ 11 September 2001, when planes flown by TERRORISTS destroyed the World Trade Center in New York, damaged the Pentagon, and crashed into a field in Pennsylvania, killing thousands of people

911 /naɪn wʌn 'wʌn/ in the US, the telephone number that you use in an emergency to call the police, the FIRE BRIGADE, or an AMBULANCE

999 /naɪn naɪn 'naɪn/ in the UK, the telephone number that you use in an emergency to call the police, the FIRE BRIGADE, or an AMBULANCE

Roman numerals

Roman numerals were used in ancient Rome to represent numbers. They are still sometimes used today, for example on clocks and watches and in official documents.

I	one	XII	twelve	XXX	thirty
II	two	XIII	thirteen	XL	forty
III	three	XIV	fourteen	L	fifty
IV	four	XV	fifteen	LX	sixty
V	five	XVI	sixteen	LXX	seventy
VI	six	XVII	seventeen	LXXX	eighty
VII	seven	XVIII	eighteen	XC	ninety
VIII	eight	XIX	nineteen	C	one hundred
IX	nine	XX	twenty	D	five hundred
X	ten	XXI	twenty-one	M	one thousand
XI	eleven				